NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON	School: Dr. Martin Luther King Jr. Elementary School
Chief School Administrator: DR. FRANCISCO DURAN	Address: 401-411 Brunswick Avenue, Trenton, NJ
Chief School Administrator's E-mail: fduran@trenton.k12.nj.us	Grade Levels: K-5
Title I Contact: Fran Atchison	Principal: Dr. Channing Conway
Title I Contact E-mail: fatchison@trenton.k12.nj.us	Principal's E-mail: cconway@trenton.k12.nj.us
Title I Contact Phone Number: 609	Principal's Phone Number: 609-656-4791

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Channing C. Conway   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 4,723,034, which comprised 98.5 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $3,996,618, which will comprise 97.9% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following: (Please note; Title I funds are Blended for 2015-2016)

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Channing Conway	Principal	X	X	X	See file
Josephine Estrada	Vice Principal	X	X	X	See file
Brittany Litteral	Teacher	X	X	X	See file
Kristin Peters	Teacher	X	X	X	See file
Patti Tobin	Teacher	X	X	X	See file
Naomi Patterson-Martin	Teacher	X	X	X	See file
Tito Mason	Teacher	X	X	X	See file
Yesenia Gaud-Moro	Teacher	X	X	X	See file
Karilyn Mouzon	Teacher	X	X	X	See file
Eileen Sagan	Teacher	X	X	X	See file
Curdell Denton	Teacher	X	X	X	See file
Brian Tobin	Teacher	X	X	X	See file

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Marcel Kragbe	Teacher	X	X	X	See file
Mia McRae	Teacher	X	X	X	See file
Ron Maurais	Teacher	X	X	X	See file
Stephanie Salvador	Teacher	X	X	X	See file
Lorena Santiago	Teacher	X	X	X	See file
Karen Driscoll	Teacher	X	X	X	See file
Lynda Finlay	Teacher	X	X	X	See file
Catherine Tuomi	Teacher	X	X	X	See file
Rachel Morgan	Teacher	X	X	X	See file
Melissa Wyatt	Literacy Leader	X	X	X	See file
Mavis Wormley	Paraprofessional	X	X	X	
Eunice Perez	Parent Liaison				
	Parent				
	Parent				

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 11-15, 2015	MLK Conference Room	Comprehensive Needs Assessment	x		x	
May 18-22, 2015	MLK Conference Room	Schoolwide Plan Development	x		x	
May 26-29, 2015	MLK Conference Room	Program Evaluation	x		x	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Dr. Martin Luther King Jr. Elementary School is dedicated to providing the highest quality educational program with the cornerstones of value-learning, self-worth and quality performance among students and staff along with a transition for students to productive and responsible participation in society.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The 2014-15 school year allowed the staff of Dr. Martin Luther King Jr. Elementary School to implement the planned and suggested interventions as explained the in 2014-15 Title 1 Schoolwide plan. The school continued to focus on four priority areas: raising reading scores, improving mathematics scores, addressing student behaviors and engaging parents more frequently and more positively.

2. What were the strengths of the implementation process?

   The implementation process was strengthened this year by allowing a broad range of stakeholders to assume responsibility for moving elements of the plan forward. For instance, teachers, administrators and consultants collaborated to develop a schoolwide positive behavior support program. In addition, several teachers collaborated with administrators to implement an intervention plan that targeted students based on needs and abilities. The parent liaison worked closely with teachers on the Parent/Community Partnerships committee as well as parents in the PTO to engage parents in the life of the school more frequently through both academic and social events. Finally, where the plan concerned mathematics, the staff was supported by the creation of a math lead teacher at the site.

3. What implementation challenges and barriers did the school encounter?

   While elements of implementation were carried out smoothly, MLK experienced challenges of time and resources. The barrier of frozen finances also hindered the school's ability to fully carry out the vision of the plan. With writing added to reading as a focus on improving literacy scores in the school, administration planned writing workshop professional development series to happen at least 6 times throughout the school year. After one valuably informative session, the professional development was cancelled due to a funding freeze. This freeze also impacted the schools ability to offer after-school support and enrichment for students, as had been past practice. Math and Literacy text resources were purchased new for the 2012-13 school year and were clearly referenced

in the district-approved curriculum, but supplemental materials remained a shortage—of primary concern were complete leveled libraries for teachers' classrooms. This resource allows students to take books home each evening to meet their at-home reading goal of 30 minutes. With the expanding of the school body to include additional bilingual classrooms, the existing inventory proved insufficient to service all classrooms at a comfortable level. Teachers certainly collaborated to make libraries function, but additional resources were needed and not obtainable because of lack of funding.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

During the 2013-14 school year, MLK created faculty committees that aligned with the priority issues. These committees, now established, were able to build on the work that had been started in the previous year. This provided a level of continuity in the work that allowed for expanding and supporting the plan's initiatives in more targeted manner. For instance, members of Positive Behavior Supports committee met over the summer to establish schoolwide behavioral expectations, a program for rewards and recognition and a series of events related to building school spirit. This information was shared during the professional development days prior to the student's first day of school, allowing the entire faculty and staff to begin the year on the same page. This proved to be an incredible strength in building an engaging learning environment at the school. One of the struggles during implementation was the ability to collect and analyze data consistently. As teachers were trained in edConnect and benchmark scores were collected online, the school was able to compare student performance across the grade level within the school and across the district. This type of comparison allowed for open dialogue regarding what instructional efforts were working and which needed improved.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Buy-in from all stakeholders began with initial discussions of the issues and concerns to include in the 2014-15 plan. Those early conversations allowed stakeholders to take interest in specific areas of the plan and engage in the school community to ensure program growth around literacy, mathematics, student behavior and parental engagement. Staff, especially, were able to collaborate during grade level and faculty meetings by analyzing math and literacy data as well as assessing the implementation of the positive behavior support program. In addition, faculty from across the school supported the many programs and events held for parents and students as organized by the parent liaison.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

At the beginning of the year, staff perceptions were positive, as noted from feedback during opening meetings and professional development sessions. In October, staff participated in a climate and culture survey. Minutes from committee meetings showed staff eagerness to implement and support a variety of literacy, math and climate/culture-focused programs to implement the schoolwide plan.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

MLK began the 2014-15 school year with a standing-room-only Back to School night, where parents indicated an excitement about the possibilities of that could unfold throughout the year. During the whole-group session, parents were briefed on the new positive behavior program as well as math and literacy initiatives. As the year progressed, MLK enjoyed partnerships and support from community members. In the fall, the Islamic School of Trenton visited, sharing drawings of the school made by their students and expressing an interest to host evening functions at MLK. To support families with after-school care, MLK served as a site for the Greg Grant after school program. This community partnership strengthened ties with the school and families. The parent liaison scheduled several school-community events that included earth day, school safety, mother/son and father/daughter dance. In May, Mayor Eric Jackson visited Dr. Martin Luther King Elementary School and expressed an interest in assisting with the opening of the television studio and maintaining the ground of the school.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Elements of the mathematics and language arts programs were shared with staff during the opening meetings of the school year, with further refining happing during grade level meetings. Teachers received support during one-on-one meetings as they were creating SGOs that addressed student performance in mathematics and reading. Administrators and teachers were able to roll elements of the literacy and math programs to parents during a variety of collaborative sessions aimed at engaging parents in supporting their students with reading, math, benchmark preparations and understanding elements of PARCC. Community partners were often invited to individual meetings to discuss possible collaborations that would strengthen the school-home-community relationships.

9. How did the school structure the interventions?

    Interventions were based on student data. During one of the data reviews it was noted that third grade students were trailing in language arts scores compared to other grades in the school. MLK's third grade data was consistent with third grade data across the district. With this in mind, third grade teachers chose to create an intervention plan that fit within the expectations of the schoolwide plan: students were grouped according to similar reading levels across the grade and for six weeks, the students received 40 minutes of intervention by switching to a teacher who would guide reading instruction at their level and then offer even more targeted support with small group instruction. This type of leveled, targeted intervention was mirrored in first grade as well. While these are examples of specific, piloted interventions, all students received intervention support throughout the regular school schedule.

10. How frequently did students receive instructional interventions?

    Teachers used various strategies to provide students with small group and one-on-one instructional interventions each day. In addition, students were supported by paraprofessionals who provided supplementary, focused instruction aimed at raising their literacy and math skills. To address student behavior, counselors met with students during "lunch bunch" groups to create a sense of small community and accountability.

11. What technologies did the school use to support the program?

    With the addition of edConnect and online testing for grades 3-5, placing technology in students' hands was a primary focus of the instructional program. Students were exposed to a variety of software beyond word processing, which allowed for their quick acclimation to the online assessments. This made the first year of PARCC testing a relatively smooth transition because students were accustomed to reading and answering on-screen items. Several teachers in third and fourth grade took the initiative to integrate technology using Nearpod to deliver a variety of math and literacy lessons. Across the school, interactive SmartBoard lessons were incorporated during both math and literacy lessons.

12. Did the technology contribute to the success of the program and, if so, how?

    Technology contributed to the success of the program in several ways. Technology was integral to delivering instruction to students. In addition, teachers relied on technology for data management through edConnect and PowerSchool. Specifically, edConnect allowed teachers to assess and track benchmark scores. With this new software, teachers enjoyed the ability to analyze

student performance based on CCSS, which provided information on areas for reteaching in whole group, small group and individualized instruction.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	11	NA	The writing and reading workshop model instructional model provided each student with Tier 2 interventions during the small group instruction. Tier 3 interventions were offered to students based on identified need. Students with IEPs received support through pull-out resource room instruction. Professional development focused on balanced literacy, habits of discussion, guided reading and small group instruction.	The overall number of students scoring partially proficient in this grade level increased as there were still issues with a transient student population along with discipline that negatively impacting student performance on statewide assessments. The coherency of guided reading was successful in helping students with reading. The after-school program was well attended by invited 4th grade students. There were few Tier 3 interventions available for general ed students because the Intervention Teacher position was not funded.
Grade 5	16	NA	The writing and reading workshop model instructional model provided each student with Tier 2 interventions during the small group instruction. Tier 3 interventions were offered to students based on identified need. Students with IEPs received support through pull-out resource room instruction. Professional development focused on balanced literacy, habits of discussion, guided reading and small group instruction.	The in-class interventions for this grade did not result in proficiency. Teaching staff in 2013-14 SY was incomplete as there were various substitute teachers in all of the classes. Consequently students experienced a break in continuity and inconsistent instruction. In addition, the intervention teacher position was not funded, so extra support was not available for students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	16	NA	Students were provided with tier 2 intervention during 9th period. The instruction alternated daily between LAL and Mathematics. Guided reading, one-to-one conference, in-class support, resource room for small group instruction.	The overall number of students scoring partially proficient in this grade level increased as there were still issues with attendance, a transient student population along with discipline that negatively impacting student performance on statewide assessments.
Grade 5	20	NA	Students were provided with tier 2 intervention during 9th period. The instruction alternated daily between LAL and Mathematics. Guided reading, one-to-one conference, in-class support, resource room for small group instruction.	The in-class interventions for this grade did not result in proficiency. Teaching staff in 2013-2014 SY was incomplete as there were various substitute teachers in all of the classes. Consequently students experienced a break in continuity and inconsistent instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten		EUA 1=65%	Students were provided with Tier 2 interventions during small group instruction throughout the day. Placing students in specific skills-based groups to work with paraprofessionals provided additional support.	The diminishing percentage of students score below basic on the EUAs indicates that the interventions provided during small group instruction and pull-out sessions were effective. Going forward, teachers need capitalize on the strategies that worked and streamline the process for 2015-16. These scores also account for the four bilingual kindergartens testing in English x because there is not a comparable Spanish LA assessment available.
		EUA 2=19%		
		EUA 3=21%		
		EUA 4=14%		
Grade 1		EUA 1=67%	Students were provided with Tier 2 interventions through small group instruction during the literacy block. In addition, grade 1 teachers provided targeted interventions for student groups based on phonics skills and reading levels across the grade. Resources teachers, as needed, provided additional supports.	Positive results from the intervention varied for individual students, but overall 1st grade students increased their proficiency performance on End of Unit Assessments. While having 70% of students score basic or above is marked success at MLK, the first grade team's intervention plan can be applied earlier in the 2015-16 school year. These scores also account for the four bilingual first grade classes testing in English because there is not a comparable Spanish LA assessment available.
		EUA 2= 37%		
		EUA 3= 43%		
		EUA 4=31%		
Grade 2		EUA 1=65%	Students were provided with Tier 2 interventions during small group instruction portion of the literacy block. Resource	The inconsistent results in student growth in second grade could be attributed to intervention remaining classroom specific, as opposed to flexible grouping
		EUA 2= 25%		

		EUA 3=48%	teachers, as needed, provided additional supports.	across the grade level. These scores also account for the two bilingual second grade classes testing in English because there is not a comparable Spanish LA assessment available.
		EUA 4=53%		

Mathematics	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten		EUA 1=28%	Students were provided with Tier 2 intervention through small group instruction and one-on-one conferences during the Math block. Placing students in specific skills-based groups to work with paraprofessionals provided additional support.	The diminishing percentage of students score below basic on the EUAs indicates that the interventions provided during small group instruction and pull-out sessions were effective. Going forward, teachers need capitalize on the strategies that worked and streamline the process for 2015-16.
		EUA 2=12%		
		EUA 3=4%		
		EUA 4=14%		
Grade 1		EUA 1=48%	Students were provided with tier 2 intervention during 9th period. The instruction alternated daily between LAL and Mathematics. Guided math, one-to-one conference, in-class support, resource room for small group instruction.	Positive results from the intervention varied for individual students, but overall 1st grade students increased their proficiency performance on End of Unit Assessments. Benchmark assessment results indicate that intervention was effective.
		EUA 2= 20%		
		EUA 3=13%		
		EUA 4=26%		
Grade 2		EUA 1=74%	Students were provided with tier 2 intervention during 9th period. The instruction alternated daily between LAL and Mathematics. Guided math, one-to-one conference, in-class support, resource room for small group instruction.	Results fluctuated with the introduction of new concepts. Benchmark assessments indicate that a solid foundation in math facts would further support student success.
		EUA 2=50%		
		EUA 3=34%		
		EUA 4=53%		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Differentiated Instruction by introducing and teaching grade level material at their functional level. Implementation of accommodations/ interventions outlined in IEPs. Access to software/technology. Flexible grouping. One on ones provided as needed. Habits of discussion	Yes	• Teacher lesson plans indicating use of IEP interventions. • Progress monitoring PLC meetings. • Benchmark and formative assessment analysis. • Child Study Team Annual Review Meeting outcomes.	DRA, SRI
Math	Students with Disabilities	Differentiated Instruction by introducing and teaching grade level material at their	Yes	• Teacher lesson plans indicating use of IEP interventions. • Progress monitoring	District EUAs and SRI

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		functional level. One on ones provided as needed.		PLC meetings. • Benchmark and formative assessment analysis. • Child Study Team Annual Review Meeting outcomes.	
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	ESL services Literacy/SIOP training SIOP strategies implemented in instruction I&RS support made available Bilingual services Newcomers received		• Data analysis carry out progress monitoring during PLC meetings • Benchmark and formative assessment analysis • Teacher lesson plans • Student growth on Can-do descriptors	WIDA ACCESS

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		additional time			
Math	ELLs	ESL services Bilingual services			
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	NA			
Math	Students with Disabilities	NA			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Extended Day program Curriculum addressed deficits identified in the AMAO	Yes	• Program lesson plans • Pre, post and interim assessments • Teachers' anecdotal notes	Pre and Post Assessments, improved classroom performance
Math	ELLs	Extended Day program Curriculum addressed deficits identified in the AMAO	Yes	• Program lesson plans • Pre, post and interim assessments • Teachers' anecdotal notes	Pre and Post Assessments, improved classroom performance
ELA	Economically Disadvantaged	NA			
Math	Economically Disadvantaged	NA			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	PD Provided: Lesson plan writing Reading and Writing Workshop Word Walls Scoring running records Guided Reading Writing, portfolio and Rubrics		• Lesson plans • Walk throughs • Visible word walls meeting requirements • Running records and student growth • Guided reading groupings • Guided reading lesson plans • Writing portfolios • Authentic feedback on writing	DRA/EDL, SRI, EUA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	PD Provided: Lesson plan writing Maximize math skills for struggling students		• Lesson plans • Formative assessments	SMI, EUA
ELA	Economically Disadvantaged	PD Provided:			
Math	Economically Disadvantaged				
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Home reading program Multiple Literacy workshops for parents		Reading logs Sign in sheets Surveys	Reading growth measured by DRA
Math	Students with Disabilities	Multiple math workshops for parents		Sign in sheets Surveys	Growth on Math EUAs
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Home reading program Multiple Literacy workshops for parents		Reading logs Sign in sheets Surveys	Reading growth measured by DRA
Math	ELLs	Multiple math workshops for parents		Sign in sheets Surveys	Growth on Math EUAs
ELA	Economically Disadvantaged	Home reading program Multiple Literacy workshops for parents		Reading logs Sign in sheets Surveys	Reading growth measured by DRA
Math	Economically Disadvantaged	Multiple math workshops for parents		Sign in sheets Surveys	Growth on Math EUAs
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Report Cards, DRA Scores, District Benchmarks	Running records, report cards, attendance data, discipline data
Academic Achievement - Writing	Report Cards, DRA Scores, District Benchmarks	Rubrics, writing portfolios, report cards, attendance data, discipline data
Academic Achievement - Mathematics	Report Cards, DRA Scores, District Benchmarks	Rubrics, assessment scores, attendance data, discipline data
Family and Community Engagement	Event Calendar Sign In Sheets	Event sign in sheets indicate that family events need to be offered at various times to accommodate parent schedules. Sign in sheets also indicate that parent participation does not proportionally represent our student population numbers. With less than 50% of our parents participating in school events (with the exception of Back to School Night), there is a need to find new ways to engage parents.
Professional Development	Grade Level Meetings, Turn-key training, Faculty Meetings	Professional development topics during grade level and faculty meetings were driven by district and school administration. In addition, teachers attending professional development sessions outside of the school were about to turn-key during grade level meetings. As information about the instructional plan was shared in meetings, the implementation was monitored through school and district walk-throughs. Data indicates that there is continued need to review and clarify three-part

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		objectives, formative assessments and clarify the information collected on lesson plans.
Leadership		
School Climate and Culture	Survey, feedback to committee, discipline referrals	
School-Based Youth Services	NA	
Students with Disabilities		
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	WIDA, classroom assessments, Report Cards, District Benchmarks	
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   Similar to previous years, faculty were engaged in a series of conversations and data analysis sessions to assess progress of the 2014-15 plan and determine the needs for the 2015-16 school year. This happened during grade level meetings and faculty meetings, where collaboration and interest could be fostered.

2. What process did the school use to collect and compile data for student subgroups?

Data was collected from several sources that included report card grades, benchmark assessment scores, DRA, SRI and SMI. The staff used the board-approved data analysis protocol to examine scores and grapple with questions on how to use the data to drive instruction and plan for the 2015-16 school year.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The data points examined by the school focused on assessments compiled by sources outside of the school and reputed to be valid and reliable. Scores from NJASK are statistically sound and received from Measurement Inc. DRA, SRI, SMI and state benchmark assessments are created to measure specific achievement in reading and math, with the benchmark assessments being aligned to specific standards.

4. What did the data analysis reveal regarding classroom instruction?

2014-15 math data revealed that there is a consistent need to focus on basic math facts in second, third, fourth and fifth grades. Classroom instruction is hindered by the lack of math fact fluency (one digit addition, subtraction, multiplication, division on sight).

2014-15 literacy data from unit benchmarks revealed that students in 3-5 consistently score below basic in writing. Writing served as a priority focus for 2014-15. Initial DRA scores showed that teachers needed to use the scores to drill down to specific needs of students and address the shortcomings with small group or individualized instruction.

2014-15 discipline data revealed that the positive behavior plan implemented schoolwide in the fall of 2014 resulted in few write-ups in K-4 and from specialist. This data infers that more time was focused on instruction rather that classroom discipline.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Teachers continued to receive job-embedded professional development throughout the 2014-15 school year. Data revealed that previous professional development on three-part objectives, standards-based bulletin boards, small group instruction, guided reading, and writing concise lesson plans needed to be revisited in order to support teaching and learning throughout the building. Data points used to make these determinations included staff surveys, lesson plan reviews, walkthrough data and observations.

6. How does the school identify educationally at-risk students in a timely manner?

Educationally at-risk students are identified by a review of individual, classroom and grade-level data points as well as permanent records. In addition, a group of teachers and administrators analyzed data over the summer to identify students who were at-risk of continued slip in math and literacy. These identifying points became the basis for the intervention plan for students based on need.

7. How does the school provide effective interventions to educationally at-risk students?

Teachers work closely with the counselor, child study team and administrators to support students who may need academic interventions beyond the scope of classroom practice. Teachers follow the Intervention and Referral Services process and then work collaboratively with the counselor and parents to find solutions for the student. In addition, teachers at grade levels collaborate to form flexible grouping of students across classrooms to provide the most targeted math and literacy intervention instruction.

8. How does the school address the needs of migrant students?

NA

9. How does the school address the needs of homeless students?

The school follows district protocol for addressing the needs of and supporting homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The school complies with the district assessment calendar that requires K-5 classes to administer a variety of assessments including Word Analysis, DRA, SRI, SMI and state benchmarks as well as state standardized tests as required by grade specifications. In addition to this assessment, teachers are encouraged to develop classroom formative assessments that track student progress as they develop and acquire skills and knowledge based on state academic standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The school works with preschools in the Trenton area to arrange for students to come and visit the school and preview kindergarten classrooms. As students transition from elementary to middle school, they are invited to participate in a transition day at the middle school so acclimation can begin. The school counselor is integral to the transition process for 5th grade students.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The areas of priority focus remain the same for the 2015-16 schoolwide plan. The determination of the priority problems came from a series of meetings with faculty to assess growth based on the 2014-15 plan. Data reveals that while progress has been made in certain areas, it is not substantial enough growth to sustain without a continued, targeted plan.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Literacy	Mathematics
Describe the priority problem using at least two data sources	Reading and Writing Students continue to read below grade level. The majority of tested students score partially proficient on Language Arts Portion of the NJASK 70% of all students read below grade level	Students math skills and ability to problem solve remain a concern across all grades. The majority of the tested students score Partially Proficient on the Mathematics portion on the NJASK; Most students score below passing on the district benchmark
Describe the root causes of the problem		• Students lack basic math facts (addition, subtraction and multiplication) • Students' low reading ability hinders their success with word problems.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Response to Intervention Reading Workshop Guided Reading 30 minutes independent reading at home Explicit word instruction	Response to Intervention Math Workshop Math Skills Review Differentiated Instruction Online Math Supports
How does the intervention align with the Common Core State Standards?	Common Core State Standards are identified prior to intervention instruction.	Common Core State Standards are identified prior to intervention instruction.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental Engagement	
Describe the priority problem using at least two data sources	Parental engagement, while increasing, is still not consistently representative of our school population.	
Describe the root causes of the problem	Parents report to the school upon request, however there is limited engagement within the school. Parents receive report cards, correspondence from the school, calendars of events, however the parents do not demonstrate a working knowledge of the school's vision and the mission of the school. Some of the evidence includes the number of students that are signed out prior to the end of the school day, the number of parents that come to programs that would improve student achievement is less than the number who report for other activities. Non-working parents are not volunteering to work in the school and actively participate in development of school plans and activities.	
Subgroups or populations addressed	Limited attendance by parents at school sponsored events throughout the school year, language barrier, and limitation of skills possessed by our parents to help them facilitate the learning process for their children.	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		

| How does the intervention align with the Common Core State Standards? | The programs/strategies will be aligned with the New Common Core because parents will be provided with information and strategies to use at home rooted in the Common Core to assist their children as they move forward to meet the standards. | |

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*				
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Standardized Assessments allow for additional completion time per IEPs Modifications per IEPs	Test Administrator/ Teacher	Final scores	
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	ELL services SIOP			
Math	ELLs	ELL services SIOP			
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA		SGO Differentiated Instruction			
Math					

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   Stakeholders from across the school will be responsible for evaluating the implementation and progress of the 2015-16 schoolwide plan. Internally, teachers and administrators will have the opportunity to evaluate growth under the schoolwide plan by looking at benchmark and reading/math score data during district supported data reviews. This analysis will allow stakeholders to determine if efforts for growth are on target or not. In addition to internal reviews, MLK looks forward to feedback from external sources. For instance, during the annual district "deep dive" the school will be invited to reflect upon its priority areas and the growth to date. MLK also looks forward to collaborative peer reviews from partner schools Wilson and Parker.

2. What barriers or challenges does the school anticipate during the implementation process?

   One of the challenges that MLK will face during the implementation process is the ability to choose a narrowed focus and establish specific goals to evaluate growth. Each priority problem is essential for academic success and appears overwhelming when looked at holistically. Through careful planning, this challenge can be quelled. In addition to the magnitude of the issues, the school will face time and financial constraints as well. MLK will do well to plan thoughtfully and capitalize on human resources by discovering expertise within the building before seeking outside resources for professional development.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Buy-in is a key element to the success of the plan. Teachers were engaged in developing the plan during grade level, faculty and committee meetings. These same meeting times will serve as the vehicle to continue faculty buy-in. Parents will continue to work with the Parent Liaison to build the family-school-community relationships and support the schoolwide plan.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Through the use of surveys, anecdotal feedback, meetings and minutes, the school will gauge the perceptions of the staff. This information will be used to strengthen engagement.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   The school will use surveys, meetings and input from the Parent Liaison to gauge perceptions of the community.

6. How will the school structure interventions?

   Time for interventions will be allocated in the schedule and supported by specialists as needed. In addition to the "intervention period," students will receive Tier 2 intervention support in the classroom during small group guided instruction. Teachers will be provided with additional professional development to ensure effective and efficient use of small group instruction time.

7. How frequently will students receive instructional interventions?

   Students will receive instructional interventions at least two times per week outside of the regular instructional program (meaning in addition to the math or literacy block, but still within the school day). Students will also receive support during the class period through individual conferences or small group instruction with the teacher.

8. What resources/technologies will the school use to support the schoolwide program?

   MLK staff is fortunate to have access to technology such as laptops, Ipads, Surface, SmartBoards and desktop computers. Various purchased and free software programs that expose students to skills in both literacy and math support the instructional program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   The school will use a multiple measures to gauge effectiveness: running records, anecdotal notes, DRA, SRI, SMI, and benchmark scores to determine the effectiveness of the interventions.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Evaluation results of the schoolwide plan will be shared with stakeholders in a variety of ways. The results will be disseminated during meetings with stakeholders and published as appropriate.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   Family and community engagement are essential to MLK's success. The administrators, staff and parent liaison will develop a calendar focused on parental workshops, seminars, meetings and celebrations. To support the schoolwide plan, several of these events will focus parents on how to support their students in how to build math and literacy skills, how to understand math and reading assessments, how to engage students in homework sessions and how to strengthen the home-school relationship.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be engaged in the development of the written parent involvement policy through questionnaires and surveys. As school staff and parent leadership review the policy, updates and amendments will be done in a collaborative manner.

3. How will the school distribute its written parent involvement policy?

   The school plans to share the Involvement Policy with parents during Back to School night; hard copies will be available for parents in the Liaison's office and the main office of the school. In addition, the policy will be published on the school website.

4. How will the school engage parents in the development of the school-parent compact?

   The school will follow a similar process for creating the school-parent compact. Realizing this is a document that must serve both the school and families, meetings will be held to review and amend the compact as necessary,

5. How will the school ensure that parents receive and review the school-parent compact?

   The parent compact will be distributed on the first day of school and again at Back to School night. Copies will also be available in the Parent Liaison's office, the main office and on the school's website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

   Student achievement data will be shared with parents during parent meetings following benchmarks. In addition, student achievement data is published by the New Jersey State Department of Education and shared at district board meetings.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

   (AMAO) for Title III?

   The school will look for direction from the district offices; in the past, the Office of Funded Programs has generated a letter and sent to every home.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   Parents will receive results at Back to School Night.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The schoolwide plan was shared with the Parent Liaison who engaged parents in conversations about the priority issues.   Ideas and concerns were collected and shared with the planning committee to include in the plan.

10. How will the school inform families about the academic achievement of their child/children?

    Parents are informed about student achievement during Parent-Teacher conferences, through regular interim and report card reports. In addition, parents are always invited to reach out to teachers and find out about their child's progress.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    Parent involvement funds will be used to engage parents during daytime and evening meetings where they will receive information about schoolwide initiatives and programs. Funds will also be used to host Literacy and Math game nights, movie nights, and to invite a local expert to speak to parents on parenting skills which will help them improve their relationships with their children.

*Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible